

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Whispering To Readers**

**EDUO 9222 1, 2, or 3 Semester Credits/Units**

Instructor – Kathleen Murphy

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***Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.***

**Course Overview**

“Donalyn Miller is a dedicated teacher who says she has yet to meet a child she could not turn into a reader.” Using the authentic and practical advice in her books, teachers of all grade levels will be inspired to turn their classrooms into learning environments that treasure and promote independent reading, and their students into lifelong lovers of books. As it did for Ms. Miller’s students, this focus on reading freedom will significantly improve the literacy skills and standardized test scores for students everywhere.

This course is designed with the flexibility for teachers to select one (15hrs.), two (30 hrs.), or three (45hrs.) graduate credits (units), as well as the freedom to choose from a menu of assignments the work that will be most beneficial for their specific needs and interests.

Teachers will have the opportunity to reflect on their own reading lives as well as develop student interest inventories and evaluations, explore ideas for readers’ notebooks, conference notes, book reviews and response letters. Even if you are required to follow a district or school mandated program, this course will provide you with ideas to “steal moments for independent reading” in school every day. Most importantly, this course validates the time teachers need to read and evaluate all types of books for children and young adults so they can insightfully develop and enhance their classroom libraries.

**Course Objectives**

- To present literacy research and classroom practices that validate the importance of free choice, independent reading and its important contributions to student achievement.
- To reflect and write about your own reading life, and how your experiences influence your teaching practice, and your interactions with your students as readers.
- To reflect and write about best ideas for motivating students to love reading, as well as finding time every day for independent reading in school.
- To provide ideas from classroom experiences on how to organize, manage, and sustain an independent reading program. Ideas include scheduling time, readers’ notebooks, conferences, book reviews, student inventories and evaluations.
- To research short stories and picture books to be used as mentor texts to teach literary elements and/or reading skills.
- To read and evaluate literature of all types for classroom libraries from K-12.
- To create online posts for teachers to share mentor texts, book reviews and best practices for promoting independent reading.

## Course Assignments:

Most assignments require submission of a minimum 2 page paper. Some also require photos or samples of student work. Participants will also have the opportunity to log time spent reading books for their classroom libraries.

**The number of assignments to be completed is determined by the number of credits/units.**

1 credit – 5 hours reading and annotating book  
 5 hours: required assignments #1,2,3,4  
 5 hours: **Complete 3 Choice assignments or**  
 #9 Reading classroom books (**log 5 hours**)  
**Total Hours: 15**

2 credits - 5 hours reading and annotating book  
 5 hours: required assignments #1,2,3,4  
 10 hours: **Complete 6 Choice assignments, and**  
 #9 Reading classroom library books (**log 10 hours**)  
**Total Hours: 30**

3 credits - 5 hours reading and annotating book  
 5 hours: required assignments #1,2,3,4  
 15 hours: Complete **ALL Choice assignments, and**  
 #9 Reading classroom library books (**log 20 hours**)  
**Total Hours: 45**

## Course Assessment Rubric

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives: B+ to B-	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work reflects thorough knowledge of the course text and is very well organized.	Work reflects adequate knowledge of the course text and is adequately organized	Work reflects little knowledge of the course text and is not organized effectively.
All course assignments are answered thoroughly and demonstrate thoughtful reflection on the questions.	Course assignments are answered adequately and demonstrate reflection on the questions.	Course assignments are not answered adequately and do not demonstrate reflection on the questions.
Assignments provide appropriate samples of work, photos, or references from the course text, and/or multiple sources.	Assignments provide limited samples of work, photos, or references from the course text, and/or multiple sources.	Assignments do not provide samples of work, photos, or references from the course text, and/or multiple sources
All assignments are competently developed and written at a graduate level. Writing is free of spelling and/or grammatical errors.	The majority of assignments are competently developed and written at a graduate level. Writing is free of spelling and/or grammatical errors.	Assignments are not competently developed or written at a graduate level. Writing is not free of spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
  - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>